Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026

This article/work is licensed under CC by 4.0 Attribution

https://eurekaoa.com/index.php/2

METHODOLOGY OF TEACHING RUSSIAN TO AN UZBEK-SPEAKING AUDIENCE AND SYSTEMATIC ERROR ANALYSIS: A CONTRASTIVE-TYPOLOGICAL AND LINGUODIDACTIC FRAMEWORK

Abdukhakimova Durdona Abdulchamid kizi
National Research University, Tashkent Institute of Irrigation and Agricultural Mechanization Engineers

ABSTRACT

Teaching Russian as a foreign or non-native language (RFL/RSL) to Uzbek-speaking university students involves persistent linguodidactic challenges rooted in deep genealogical and structural divergence between the Indo-European fusional-synthetic Russian language and the Turkic agglutinative-synthetic Uzbek language. Rather than treating learner deviations as random performance lapses, applied linguistics views them as predictable outcomes of systemic interlingual and intralingual interference. This article presents a non-empirical theoretical-analytical investigation of the linguistic mechanisms underlying typical errors in the Russian oral and written discourse of Uzbek native speakers and formulates a structured methodological framework for their prevention and remediation. Grounded in Contrastive Analysis, Interlanguage Theory, and Error Analysis, the study employs comparative-typological modeling, structural isomorphism/allomorphism mapping, diagnostic error taxonomy across five linguistic tiers (phonetic-phonological, graphic-orthographic, morphological, syntactic, and lexico-semantic), and pedagogical system modeling contextualized for technical higher education. The contrastive-diagnostic analysis demonstrates that negative transfer concentrates in five zones of maximal structural

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

asymmetry: (1) Russian consonant palatalization and unstressed vowel reduction against Uzbek synharmonism and syllabic stability; (2) tripartite Russian grammatical gender and animacy against gender-neutral Turkic nominal morphology; (3) Russian fusional prepositional-case government against transparent Uzbek postpositional-suffixal agglutination; (4) obligatory binary verbal aspect and unidirectional/multidirectional motion verbs against Uzbek analytical actionality; and (5) flexible Russian communicative word order against rigid Turkic left-branching Subject–Object–Verb (SOV) syntax. Effective remediation requires shifting from mechanical grammar drills to a five-stage nationally oriented conscious-comparative and functional-semantic instructional system tailored to academic and engineering education settings.

Keywords: Russian as a foreign language (RFL); Uzbek-speaking audience; contrastive-typological analysis; error analysis (xatolar tahlili); interlingual interference; agglutinative vs. fusional morphology; prepositional-case system; verbal aspect; nationally oriented methodology; engineering higher education.

1. INTRODUCTION

1.1. Sociolinguistic and Educational Context of Russian Instruction in Uzbekistan

In the contemporary higher education system of the Republic of Uzbekistan, the Russian language occupies a strategically vital position alongside the state language (Uzbek) and global academic English. At specialized research institutions such as the National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" ("TIIAME" NRU), Russian serves as an essential medium of scientific inquiry, technical documentation, transboundary water management discourse, and international engineering collaboration (Bright Mind Publishing, 2026). However, sociolinguistic shifts over recent decades have reshaped the linguistic profile of

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

incoming university cohorts. While urban graduates often possess coordinate or subordinate Uzbek-Russian bilingualism, a substantial majority of students matriculating from regional secondary schools and academic lyceums encounter Russian primarily as a foreign language (RFL) outside active everyday Russian communication (Saidov, 2026).

Consequently, university instructors face a pedagogical paradox: non-linguistic undergraduate programs—spanning hydro-melioration, agricultural mechanization, land cadastre, and environmental engineering—require students to rapidly master Russian for Specific Purposes (RSP) and comprehend syntactically complex scientific literature, yet learners' foundational interlanguage remains heavily governed by the structural habits of their native Uzbek tongue (Bukhara State University, 2023). When Russian instruction relies on unadapted grammatical paradigms that ignore the typological architecture of the first language (L1), students inevitably resort to cognitive calquing, projecting Uzbek phonological, morphological, syntactic, and lexical-semantic patterns onto Russian structures and generating persistent, fossilized errors (CyberLeninka, 2024).

1.2. Theoretical Foundations: From Contrastive Linguistics to Error Analysis

The theoretical study of native-language transfer rests upon an established intellectual tradition uniting contrastive linguistics, psycholinguistics, and nationally oriented linguodidactics. Linguistic interference was systematically conceptualized by Uriel Weinreich (Languages in Contact, 1953) and L. V. Shcherba, who demonstrated that learners acquire a second language through the cognitive prism of their native linguistic categorization (Zenodo, 2025). In Russian-Uzbek contrastive linguistics, the foundational legacy belongs to E. D. Polivanov (1933/1968), whose monograph Experience of Private Methodology of Teaching Russian to Uzbeks proved that phonological and grammatical

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

deviations in Uzbek learners' Russian speech are deterministic consequences of structural divergence between the two language systems (CyberLeninka, 2023). Expanding Polivanov's paradigm, A. A. Azizov (1983) and N. K. Ballikhodzhaev (1987) formulated comprehensive comparative morphological descriptions of Russian and Uzbek, detailing how the transition from an agglutinative Turkic system to a fusional Slavic system disrupts morphological parsing (Rizamukhamedova, CyberLeninka). Concurrently, Western applied linguistics progressed from the Contrastive Analysis Hypothesis toward Error Analysis (xatolar tahlili), inaugurated by S. P. Corder (1967), and Interlanguage Theory, formulated by L. Selinker (1972). Corder distinguished unsystematic performance mistakes from systematic competence errors reflecting the learner's evolving internal syllabus, while Selinker demonstrated that adult L2 acquisition is shaped by L1 transfer, transfer of training, learning/communication strategies, and intralingual overgeneralization of L2 rules (John Benjamins Publishing, 2014).

1.3. Problem Statement, Research Gap, and Objectives

Despite numerous descriptive classroom observations, existing literature exhibits two notable limitations: first, phonetic, morphological, and syntactic deviations are frequently examined in isolation rather than as an interconnected typological system (Erkinova & Azizova, 2026); second, instructional manuals often oscillate between unguided communicative immersion and mechanical declension memorization devoid of functional-semantic context (Bukhara International University, 2025). To bridge this gap, this article conducts a non-empirical theoretical and contrastive-diagnostic study structured strictly in accordance with the IMRAD framework. Its objectives are: (1) to identify the exact typological and psycholinguistic mechanisms generating interlingual and intralingual interference when Uzbek speakers learn Russian; (2) to construct a multi-tier diagnostic taxonomy of concrete errors (xatolar tahlili) across phonetics,

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

orthography, morphology, syntax, and lexical semantics; and (3) to design a five-stage methodological system for preventing and remediating interference in technical higher education.

2. MATERIALS AND METHODS

2.1. Epistemological Rationale for a Non-Empirical Contrastive-Analytical Design

Research in linguodidactics bifurcates into empirical-experimental studies and non-empirical theoretical-analytical investigations that model the structural compatibility of contact languages and derive deductive pedagogical systems. This study adopts a strictly **non-empirical, theoretical-methodological, and contrastive-diagnostic design** (JournalNX, 2024; Saidov, 2026). The analytical materials encompass: (a) normative phonological and grammatical codifications of Modern Standard Russian and Modern Literary Uzbek; (b) comparative grammars of Russian and Uzbek (Polivanov, 1968; Azizov, 1983; Cambridge IPA, 2025); (c) documented taxonomies of typical learner errors in peer-reviewed RFL scholarship (Science and Humanities, 2026; Erkinova & Azizova, 2026; InLibrary JASSS, 2025); and (d) scientific-technical discourse norms relevant to engineering curricula at "TIIAME" National Research University.

2.2. Contrastive-Typological Method and Diagnostic Error Taxonomy Procedure

Bilateral contrastive-typological analysis juxtaposes two genealogically and morphologically divergent systems:

- **Russian (Indo-European, East Slavic, fusional-synthetic type):** Employs polyfunctional inflections (флексии) that fuse gender, number, and case within a single indivisible ending (e.g., -ую in гидротехническую), stem alternations, tripartite grammatical gender across all nouns, prepositional-case government,

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

obligatory binary verbal aspect, and flexible theme–rheme word order (Rizamukhamedova, CyberLeninka).

- **Uzbek (Altaic, Turkic, Karluk branch, agglutinative-synthetic type):** Employs invariant root words to which monofunctional suffixes (affikslar) concatenate in a fixed linear hierarchy (Root + Plural -lar + Possessive + Case, e.g., muhandis-lar-imiz-ga), complete absence of grammatical gender and prepositions, analytical verbal actionality via auxiliary verbs (ko'makchi fe'llar), and rigid left-branching Subject–Object–Verb (SOV) syntax (JournalNX, 2024). Following Corder's (1967) diagnostic protocol, each error pattern undergoes four analytical steps: (1) contrasting the anomalous learner form (``) with the normative Russian target; (2) classifying the linguistic tier and surface mechanism (omission, epenthesis, substitution, or inversion); (3) diagnosing psycholinguistic etiology (interlingual L1 transfer vs. intralingual L2 overgeneralization*); and (4) mapping to preventive and corrective pedagogical exercises.

3. RESULTS: MULTI-TIER CONTRASTIVE ANALYSIS OF TYPICAL ERRORS

3.1. Phonetic-Phonological and Graphic-Orthographic Interference Analysis

Phonological interference arises from fundamental inventory and prosodic differences (CyberLeninka, 2023). Standard Russian comprises 42 phonemes (6 stressed vowels `/a, o, u, e, i, ɨ/` and 36 consonants organized around voiced/voiceless and hard `[C]` / soft `[C']` correlations). Literary Uzbek operates with 6 vowels (`/i, e, a, ɔ, u, o/`) and 24 consonants, lacking phonemic consonant palatalization and unstressed vowel reduction (Cambridge IPA, 2025). Four primary interference mechanisms dominate:

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

1. Hard–Soft Consonant Under-differentiation (`[C]` vs. `[C']`) and `[i]`/`[ɨ]` (и/ы) Convergence: Russian palatalization distinguishes lexical and grammatical meaning across 15 pairs (угол–уголь, быть–бить, мат–мать). Because Uzbek palatalization is purely positional near front vowels, learners omit dorsal-palatal tongue elevation, pronouncing люди as `[луди]`, осень as `[осен]`, and двигатель as `[двигател]` (CyberLeninka, 2023). Simultaneously, Russian `/ɨ/` (`ы`) and `/i/` (`и`) are perceived as allophones of the single Uzbek phoneme `/i/`, yielding oral and written errors such as `ми пишем` (мы пишем), `инжинер` (инженер), and `машына` (машина).

*2. Absence of Qualitative Vowel Reduction (Аканье) and Fixed Final Stress Transfer: Russian stress is dynamic and mobile, causing mandatory qualitative reduction of unstressed `/o, a/` (молокó `[məlɐˈko]`). Uzbek stress is predominantly fixed on the final syllable (ish -> ishchí -> ishchilargá) without timbral reduction. Learners thus exhibit spelling pronunciation (`[молокó], [хорошó]`) and shift stress to the final syllable (`договорá, кафедрá, тракторá`) (Saidov, 2026).

3. Consonant Cluster Simplification (Prothesis/Epenthesis), Substitution, and Graphic Transfer: Because Turkic phonotactics prohibits word-initial consonant clusters (`CCV-`), Uzbek learners insert a prothetic vowel (`истакан, истол, исреда, ишкаф`) or medial epenthetic vowel (`тыpактор, директыр, сипpавка`) ([Zenodo, 2025](https://zenodo.org/records/15650296/files/0265.pdf?download=1)).

Peripheral labiodental `/f/` is replaced by bilabial `[p]` (`пабрика, аспальт`), dental affricate `ц [t͡s]` is de-affricated to `[s]` (`семент, стансия`), and progressive assimilation yields `[проспа]` (просьба) and `[воксал]` (вокзал). In writing, the Uzbek Latin alphabet (Lotin yozuvi*) induces cross-script homographic confusion (`c, p, x, u, e`) and omission of `ь/ъ` (RCSI, 2024; ID Publications, 2016).

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

Table 1. Contrastive Phonological and Graphic-Orthographic Interference Matrix (Polivanov, 1968; Cambridge IPA, 2025; RCSI, 2024).

Phonological / Graphic Subsystem	Russian Norm vs. Uzbek L1 System	Concrete Learner Errors (Oral & Written)	Underlying Interference Mechanism
1. Palatalization (`[C]` vs. `[C']`)	**Rus:** 15 phonemic hard/soft pairs. **Uzb:** Positional softness only; no phonemic opposition.	`[луди]` (люди); `[осен]` (осень); `[култура]` (культура); `двигател` (двигатель).	**Under-differentiation:** Loss of dorsal-palatal gesture and graphic omission of `ь`.
2. High Vowels `/i/` (`и`) vs. `/ɨ/` (`ы`)	**Rus:** Distinct phonemes `/i/` and `/ɨ/`. **Uzb:** Single phoneme `/i/` with `[i~ɨ]` allophones.	`ми пишем` (мы пишем); `бистро` (быстро); `машына` (машина); `инжинер` (инженер).	**Phonemic Convergence:** Merging Russian `/i/` and `/ɨ/` into one perceptual category.
3. Unstressed Vowels & Stress	**Rus:** Dynamic mobile stress + `аканье`. **Uzb:** Fixed word-final stress; no vowel reduction.	`[молокó]` (молоко `[məlʁ'ko]`); `договорá` (договóры); `кафедрá` (кáфедра*).	**Prosodic Transfer:** Rightward stress shift to final syllable and spelling vocalism.
4. Consonant Clusters (`CCV-`)	**Rus:** Initial `CCV-/CCCV-` clusters common. **Uzb:** Strict `CV/CVC` rule; no initial `CC-`.	`истакан` (стакан); `исреда` (среда); `тырактор` (трактор); `сиправка` (справка).	**Prothesis / Epenthesis:** Vowel insertion to break unfamiliar consonant clusters.
5. Fricative `/f/`, `/ts/` & Script	**Rus:** `/f/`, `/t͡s/`, Cyrillic `ь/ъ`. **Uzb:** `/f/->[p]`, `/t͡s/` absent, Latin script (Lotin).	`пабрика` (фабрика); `семент` (цемент); `обект` (объект*); Latin `u, m, p` in Cyrillic.	**Substitution & Linguographic Transfer:** Replacing absent phonemes and homographs.

3.2. Morphological Interference I: Grammatical Gender, Animacy, and Agreement

In nominal morphology, the category of grammatical gender (категория рода) represents the most pervasive lacunary contrast between Russian and Uzbek (Neliti, 2020; Saidov, 2026). Every Russian noun is assigned to masculine (`-Ø/-

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

й`), feminine (`-а/-я`), or neuter (`-о/-е/-мя`) gender, which syntactically governs agreement (согласование) across attributive adjectives, pronouns, participles, and past-tense verbs (новый насос работал vs. новая станция работала vs. новое оборудование работало). Conversely, Uzbek completely lacks grammatical gender across all parts of speech (Azizov, 1983): the third-person pronoun **u** ('he/she/it') and possessive suffix **-i/-si** are gender-neutral (Science and Humanities, 2026), and Uzbek adjectives are morphologically invariant (katta uy, katta ko'cha, katta ko'l).

Three diagnostic error clusters emerge: (1) **Masculine Default Overgeneralization in Agreement**, where learners treat the unmarked Russian masculine singular form as an invariant modifier and predicate (`большой аудитория, водный мелиорация, современный оборудование, комиссия решил`) (Bright Mind Publishing, 2026); (2) **Opaque Gender Attribution in Soft-Sign (`-ь`) Nouns and False Analogies**, confusing 3rd-declension feminine nouns (площадь, деталь, мощность, отрасль) with 2nd-declension masculine nouns (словарь, уровень, двигатель, контроль), while intralingual overgeneralization of `-а/-я` produces feminine agreement with masculine animate nouns (папа, староста, коллега) and neuter `-мя` nouns (`наша староста Рустам, свободная время, красивая имя`); and (3) Pronominal & Animacy Asymmetry, substituting он for inanimate feminine/neuter referents (`Это статья, он полезный`), hyper-declining invariant possessives (`егой/её метод`), and failing to apply the Russian animate accusative rule (`Acc = Gen`) because Uzbek marks all definite direct objects uniformly with -ni (`встретил наш декан` instead of нашего декана).

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
OPEN ACCESS JOURNALS

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

Table 2. Structural-Diagnostic Taxonomy of Morphological Gender, Animacy, and Agreement Errors (Azizov, 1983; Neliti, 2020; Science and Humanities, 2026).

Error Subcategory	Uzbek L1 Equivalent vs. Russian Rule	Erroneous Learner Form -> Normative Target	Diagnostic Etiology
1. Attributive Adjective Discord	**Uzb:** Invariant adjective (yangi stansiya). **Rus:** Obligatory gender/number/case agreement.	`новый насосный станция` -> новая насосная станция; `сельский хозяйство` -> сельское хозяйство	**Interlingual Transfer:** Projecting Uzbek adjectival invariance onto Russian masculine default.
2. Past-Tense Verb Discord	**Uzb:** Genderless suffix -di (komissiya qaror qildi). **Rus:** Past suffix `-л/-ла/-ло/-ли` agrees with subject.	`Комиссия принял решение` -> Комиссия приняла...; `Оборудование работал` -> Оборудование работало	**Interlingual Transfer:** Absence of gender agreement in Turkic finite verbal morphology.
3. Soft-Sign (`-ь`) Nominal Ambiguity	**Uzb:** No nominal gender classes. **Rus:** `-ь` shared by 2nd decl. (Masc) & 3rd decl. (Fem).	`большой площадь` -> большая площадь; `высокая уровень` -> высокий уровень	**Combined Interference:** Opaque L2 inflection (`-ь`) + L1 gender lacuna.
4. Masculine `-а/-я` & Neuter `-мя`	**Uzb:** Biological sex lexicalized only. **Rus:** Semantic masculine overrides `-а/-я`; `-мя` is Neuter.	`наша староста Алишер` -> наш староста Алишер; `свободная время` -> свободное время	**Intralingual Overgeneralization:** False formal analogy treating all `-а/-я` endings as feminine.
5. Pronouns & Animate Accusative	**Uzb:** Pronoun u ('he/she/it'); uniform -ni (Acc). **Rus:** Gendered он/она/оно; Animate `Acc = Gen`.	`Это статья, он полезный` -> ...она полезная; `пригласил опытный агроном` -> ...опытного агронома	**Interlingual Transfer:** Calquing genderless u and uniform Uzbek accusative -ni.

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

3.3. Morphological Interference II: The Prepositional-Case System vs. Postpositional-Suffixal Agglutination

Although both Russian and Uzbek possess six grammatical cases (шесть падежей / olti kelishik), Erkinova and Azizova (2026) demonstrate that this numerical parity masks deep structural and functional allomorphism. Uzbek expresses case relations via invariant, monofunctional **suffixes** (-ning, -ni, -ga/-ka/-qa, -da, -dan) and postpositions (ko'makchilar: uchun, bilan, haqida), whereas Russian utilizes **prepositions** and **fusional endings** across the noun and its modifiers (InLibrary JASSS, 2025).

1. Asymmetry of Locative (`-da`), Ablative (`-dan`), and the Missing Instrumental Case: Uzbek has a dedicated Ablative case (-dan: universitetdan, Toshkentdan) and a broad Locative (-da: universitetda, traktorda), but *lacks an Instrumental case (Творительный падеж). In Russian, ablative meanings split across Genitive prepositions (из университета, с завода, от декана), static location requires `в/на + Prepositional`, and instrument of action requires the bare Instrumental (писать ручкой, пахать трактором) ([Erkinova & Azizova, 2026](https://lingvospektr.uz/index.php/lngsp/article/view/1727)). Calquing Uzbek -da or postposition bilan ('with'), learners produce `писать в ручке / с ручкой` and confuse ablative prepositions (`*приехал с Ташкента / от завода`). *2. Asymmetry of Dative-Directional (`-ga`), Genitive Izofa Word Order, and Oblique Pronouns: A single Uzbek suffix -ga marks indirect recipient (talabaga berdim), spatial motion (universitetga bordim), and motion toward a person (dekanga kirdim), which Russian splits into bare Dative (дал студенту), `в/на + Accusative` (пошёл в университет), and `к + Dative` (вошёл к декану). Learners consequently conflate directional Accusative and static Prepositional (`идёт в университете`) or omit `к` (`пошёл декану`). Furthermore, learners transfer Turkic left-branching izofa order (suv sarfi -> вода расход instead of расход воды) and retain nominative personal pronouns in oblique positions (`Я

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

дал книгу он` instead of ему; `говорил мы` instead of нам) (Science and Humanities, 2026).

Table 3. Contrastive Mapping of Uzbek Suffixal-Postpositional Constructions and Russian Prepositional-Case Equivalents (Erkinova & Azizova, 2026; InLibrary JASSS, 2025).

Functional-Semantic Relation	Uzbek Suffix / Postposition vs. Russian Target	Typical Learner Error -> Normative Form	Structural Cause of Interference
1. Direction vs. Location (`-ga/-da`)	**Uzb:** -ga (universitetga) vs. -da (universitetda). **Rus:** `в/на + В.п.` (motion) vs. `в/на + П.п.` (state).	`идёт в университете` -> идёт в университет; `учится в университет` -> учится в университете	Conflation of Russian directional Accusative and static Prepositional endings; choice of в vs. на.
2. Motion to Person vs. Place	**Uzb:** Uniform suffix -ga (dekanga, zavodga). **Rus:** `к + Д.п.` (person) vs. `в/на + В.п.` (place).	`пошёл в декана / декану` -> пошёл к декану; `подъехал на насос` -> подъехал к насосу	Uzbek -ga does not differentiate animate goal (`к + Д.п.`) from spatial container (`в/на + В.п.`).
3. Ablative Source (`-dan`)	**Uzb:** Uniform Ablative suffix -dan. **Rus:** Correlative Genitive `из / с / от + Р.п.`	`вернулся от завода` -> вернулся с завода; `приехал с Ташкента` -> приехал из Ташкента	Single Uzbek Ablative -dan maps onto three Russian Genitive prepositions (`в->из`, `на->с`, `к->от`).
4. Instrument vs. Comitative	**Uzb:** Locative -da or postposition bilan. **Rus:** Bare `Instrumental` (tool) vs. `с + Т.п.` (companion).	`писать с ручкой / в ручке` -> писать ручкой; `пахать с трактором` -> пахать трактором	Absence of Instrumental case in Uzbek; calquing postposition bilan as `с + Т.п.` or -da as `в + П.п.`
5. Genitive Chain & Pronouns	**Uzb:** Preposed suv sarfi; agglutinative u-nga. **Rus:** Postposed расход воды; suppletive ему.	`канала проект` -> проект канала; `Я сказал он` -> Я сказал ему; `помог мы` -> нам*	Left-branching Turkic izofa order and resistance to suppletive Russian pronominal stems.

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

3.4. Morphological Interference III: Verbal Aspect, Prefixation, and Verbs of Motion

In the verbal domain, Uzbek learners encounter major difficulties with Russian *verbal aspect (вид глагола: Imperfective [НСВ] vs. Perfective [СВ]) and verbs of motion (глаголы движения) ([Azizov, 1983](https://api.ziyonet.uz/uploads/books/401/5b29317aeda0b.pdf); [Saidov, 2026](https://ecomindspress.com/index.php/eh/article/view/339)). Every Russian verb is obligatorily categorized as НСВ (process, repetition, duration: строить, изучать, орошать) or СВ (completed result, limit: построить, изучить, оросить). By contrast, the Uzbek base verb in -moq (qurmoq, yozmoq) is aspectually neutral ([Molodoy Ucheny, 2021](https://moluch.ru/archive/372/83321)), expressing actionality analytically via gerundive + auxiliary verb constructions (ko'makchi fe'llar) such as o'qib chiqdi ('прочитал'), o'qiy boshladi ('начал читать'), and qurib bo'ldi* ('построил').

Four systematic error patterns result: (1) **Aspectual Substitution in Past Contexts**, using НСВ for single achievements (`Вчера мы наконец решали задачу` instead of решили) or СВ with iterative/durative adverbs (`Каждый день он прочитал лекции` instead of читал; `долго построили канал` instead of строили); (2) Hybrid Analytical Future Forms, combining буду/будем with СВ infinitives (`Я буду сказать, будем написать отчёт`); (3) Phase Verb Violations, pairing начать, продолжать, закончить with СВ infinitives (`начали сделать эксперимент`); and (4) **Undifferentiated Verbs of Motion**, projecting broad Uzbek bormoq / kelmoq across Russian unidirectional/multidirectional (идти/ходить) and pedestrian/vehicular (идти/ехать) oppositions (`Летом я ходил в Самарканд на машине` instead of ездил; `Сейчас я хожу в лабораторию` instead of иду).

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
OPEN ACCESS JOURNALS

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

Table 4. Contrastive Analysis of Russian Verbal Aspect and Verbs of Motion vs. Uzbek Analytical Actionality (Azizov, 1983; Molodoy Ucheny, 2021; Saidov, 2026).

Verbal Subsystem	Russian Grammatical Rule vs. Uzbek Equivalent	Typical Learner Error -> Normative Correction	Underlying Mechanism
1. Iterative vs. Single Result	**Rus:** Frequency (каждый день) = HCB; result = CB. **Uzb:** Aspectually neutral stem + tense suffix.	`Каждый день мы решили задачи` -> ...решали задачи; `Вчера наконец решали` -> ...наконец решили	Lexical stem translation without encoding Russian binary aspectual boundedness.
2. Duration vs. Completion	**Rus:** Duration (долго) = HCB; limit (за 2 часа) = CB. **Uzb:** Uzoq o'qidi vs. auxiliary o'qib chiqdi.	`Мы долго проверили расчёты` -> долго проверяли; `За два часа он читал главу` -> прочитал главу	Failure to link temporal adverbials (долго vs. за + В.п.) to aspect selection.
3. Analytical Future Tense	**Rus:** `быть + Inf.` only with HCB; CB is synthetic. **Uzb:** Uniform future formation across all verbs.	`Я буду ответить` -> Я отвечу / буду отвечать; `Мы будем сделать проект` -> Мы сделаем проект	**Intralingual Overgeneralization:** Combining analytical буду with Perfective stems.
4. Phase Verb Government	**Rus:** начать, продолжать, кончить + **HCB Inf.** **Uzb:** Auxiliary V-a boshlamoq / V-b bo'lmoq.	`Студенты начали изучить` -> начали изучать; `закончил собрать урожай` -> закончил собирать	Projecting resultative semantics of the phase onto the dependent Russian infinitive.
5. Verbs of Motion Opposition	**Rus:** Unidirectional/Multidirectional & Foot/Vehicle. **Uzb:** Undifferentiated bormoq / kelmoq.	`Сейчас мы ходим на лекцию` -> Сейчас мы идём...; `Летом я ходил в Бухару` -> Летом я ездил в Бухару	**Lexical Under-differentiation:** Transferring broad semantic range of Uzbek bormoq.

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

3.5. Syntactic Restructuring and Lexico-Semantic Calquing in Academic Discourse

At the syntactic and lexico-semantic tiers, native-language transfer disrupts sentence construction and collocational accuracy in academic and technical writing (Bright Mind Publishing, 2026):

*1. Word Order Rigidity (SOV -> SVO), Relative Clauses (Который), and Modal Impersonals: Uzbek enforces a strict left-branching Subject–Object–Verb (SOV) order where finite verbs close the clause and participial modifiers (sifatdosh o'ramlari) precede their head noun (Muhandis kecha loyihani tekshirdi; suv oqadigan kanal). Russian defaults to SVO and places который clauses postnominally, requiring который to agree with the antecedent in gender/number while taking its case from the subordinate predicate (канал, по которому течёт вода; станция, которую мы создали). Learners transfer verb-final SOV order (`Инженер вчера проект проверил`), freeze который in the nominative (`канал, который вода течёт`), and replace Russian Dative modal subjects (Мне нужно рассчитать) with Nominative calques (`Я нужно делать расчёт`).

*2. Lexico-Semantic Calquing of Light Verbs (Qilmoq, Bermoq, Olmoq, O'qimoq): Uzbek forms compound verbs (qo'shma fe'llar) using polysemous light verbs (qilmoq 'do/make', bermoq 'give', olmoq 'take'). Literal translation violates Russian lexical valency: `делать решение` (принять решение, from qaror qilmoq), `делать влияние` (оказывать влияние, from ta'sir qilmoq), `давать вопрос` (задать вопрос, from savol bermoq), `брать экзамен` (сдать экзамен), and conflating учить / учиться / изучать under the influence of polysemous Uzbek o'qimoq (`Я учусь русский язык` instead of Я изучаю русский язык) (Saidov, 2026).

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
OPEN ACCESS JOURNALS

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

Table 5. Syntactic and Lexico-Semantic Interference Patterns in Academic and Engineering Discourse (Bright Mind Publishing, 2026; Saidov, 2026).

Syntactic / Lexical Phenomenon	Uzbek L1 Source Structure	Erroneous Calque -> Normative Russian Expression	Diagnostic Mechanism
1. Sentence Word Order (SOV)	Talaba laboratoriyada tajriba o'tkazdi (Verb-final SOV).	`Студент в лаборатории опыт провёл` -> Студент провёл опыт в лаборатории*	**Syntactic Transfer:** Rigid Turkic verb-final placement disrupting Russian Theme–Rheme order.
2. Relative Clause (`который`)	Suv oqadigan kanal (Prenominal participle sifatdosh).	`канал, который течёт вода` -> канал, по которому течёт вода; `установка, который создали` -> ...которую создали	**Morphosyntactic Deficit:** Failure to inflect который for antecedent gender and internal clause case.
3. Dative Modal Impersonals	Men hisob-kitob qilishim kerak (Nominative subject).	`Я надо выполнить расчёт` -> Мне надо выполнить расчёт; `Инженеры нужно...` -> Инженерам нужно...	**Syntactic Calquing:** Replacing Russian Dative experiencer (`Кому + нужно`) with Nominative.
4. Light Verbs `qilmoq / bermoq`	Qaror qilmoq; ta'sir qilmoq; savol bermoq.	`делать решение` -> принять решение; `делать влияние` -> оказывать влияние; `давать вопрос` -> задать*	**Lexico-Semantic Calquing:** Literal translation of Uzbek compound verbs violating Russian valency.
5. Verb Group `o'qimoq` ('study')	Polysemous o'qimoq ('read / study / learn at').	`Я учусь русский язык` -> Я изучаю русский язык; `читает в институте` -> учится в институте	**Lexical Under-differentiation:** Mapping one Uzbek verb onto учить / учиться / изучать.

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

4. DISCUSSION: METHODOLOGICAL SYSTEM FOR PREVENTING AND REMEDIATING INTERFERENCE

4.1. Synthesizing Contrastive Typology and Conscious-Communicative Pedagogy

The multi-tier error analysis (xatolar tahlili) in Section 3 proves that errors made by Uzbek-speaking students in Russian are systemic outcomes of L1–L2 typological divergence. Unguided communicative immersion leads to grammatical fossilization (John Benjamins Publishing, 2014), whereas isolated declension memorization fails to build communicative automaticity (Bukhara International University, 2025). Effective instruction must integrate four linguodidactic principles: (1) **Conscious Contrastive Orientation** (Polivanov, 1968), using explicit structural comparison to dismantle false interlingual analogies; (2) *The Functional-Semantic Principle (от смысла — к форме), organizing grammar around communicative intentions (location, direction, instrument, aspectual result) ([Erkinova & Azizova, 2026](https://lingvospektr.uz/index.php/lngsp/article/view/1727)); (3) Syntactic-Morphological Integration, teaching gender, case, and aspect simultaneously within minimal syntagms (adjective + noun, verb + preposition + noun); and (4) Professional-Academic Contextualization (RSP)* tailored to engineering terminology (Bright Mind Publishing, 2026).

4.2. The Five-Stage Methodological Model for Overcoming Interlingual Interference

We propose a **Five-Stage Methodological Model** guiding Uzbek learners from cognitive awareness of typological contrasts to autonomous speech production (Saidov, 2026):

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

Stage 1: Contrastive-Diagnostic Orientation (Ориентировочно-сопоставительный этап). Visual-cognitive schemas (опорные схемы) contrast linear Turkic suffixation with fusional Russian syntax. Mirror-arrow diagrams illustrate Genitive inversion: Uzbek `[Modifier (-ning)] -> [Head (-i/-si)]` (suv sarfi, kanal chuqurligi) reverses into Russian `[Head (Nom.)] <- [Modifier (Gen.)]` (расход воды, глубина канала), while color-coded matrices anchor gender agreement across noun, adjective, and past-tense verb.

Stage 2: Preventive Structural Differentiation (Рецептивно-превентивный этап). Minimal-pair auditory and structural discrimination tasks target perceptual under-differentiation prior to production: articulatory drills for `[C']` vs. `[C]`, `ы` vs. `и`, and epenthesis-free consonant clusters (ст-ро-и-тель), alongside suffix-based gender sorting of `-ь` nouns (abstract nouns in -ость/-ность like мощность, влажность are 100% feminine; agent/device nouns in -тель like двигатель, ороситель are 100% masculine).

Stage 3: Syntagmatic Pattern Internalization (Тренировочно-аналитический этап). Learners automate agreement and government through progressive syntagmatic expansion (станция -> насосная станция -> на новой насосной станции), correlative spatial triads (`Куда? -> Где? -> Откуда?`: в лабораторию — в лаборатории — из лаборатории; на участок — на участке — с участка; к инженеру — у инженера — от инженера), and light-verb collocation replacement (принять решение, задать вопрос).

Stage 4: Professional RSP Discourse Production and **Stage 5: Reflective Self-Monitoring (Рефлексивно-коррекционный этап).** In Stage 4, students construct technical descriptions of hydraulic schemas and agricultural machinery, comparative analyses, and IMRAD abstracts. In Stage 5, following Corder (1967), instructors employ diagnostic error codes (`G-Agr`, `Prep-Dir`, `Asp`,

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
OPEN ACCESS JOURNALS

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

`Colloc`) in peer-editing workshops where students diagnose and correct interference errors in engineering texts.

Table 6. Five-Stage Methodological Architecture and Exercise Typology for Uzbek-Speaking University Learners (Erkinova & Azizova, 2026; Bukhara International University, 2025; Saidov, 2026).

Methodological Stage	Primary Didactic Objective & Target Zone	Concrete Exercise Typology & Techniques	Expected Cognitive & Communicative Outcome
Stage 1: Contrastive Orientation	Build metalinguistic representations of L1–L2 allomorphism (SOV vs. SVO, Gender, Case, Aspect).	Visual structural algorithms (опорные схемы); mirror-arrow diagrams (suv sarfi -> расход воды); suffix gender rules (`-ость` Fem vs. `-тель` Masc).	Elimination of blind word-for-word L1 calquing; conscious orientation before utterance planning.
Stage 2: Preventive Differentiation	Develop auditory, graphic, and structural discrimination (`[C]/[C']`, `ы/и`, `Куда/Где/Откуда`, `НСВ/СВ`).	Phonetic minimal-pair discrimination; epenthesis-blocking rhythm drills (ст-ро-и-тель); binary grammatical identification matrices.	Formation of accurate acoustic-articulatory and morphological filters; prevention of fossilized errors.
Stage 3: Syntagmatic Internalization	Automate morphological agreement and prepositional-case government within syntactic phrases.	Progressive syntagmatic snowballs; spatial triad tables (`в–в–из`, `на–на–с`, `к–у–от`); light-verb collocation substitution (принять решение).	Transition from slow analytical rule application to automated morphosyntactic chunking.
Stage 4: RSP Discourse Production	Integrate accurate Russian structures into authentic engineering & academic communication.	Describing hydraulic schemas & machinery specifications; writing IMRAD lab abstracts; role-playing engineering design defenses.	Fluent, terminologically precise oral and written scientific-technical communication.
Stage 5: Reflective Self-Monitoring	Cultivate autonomous error detection (xatolar tahlili) and interlanguage restructuring.	Diagnostic peer-editing workshops using error-code rubrics (`G-Agr`, `Prep-Dir`, `Asp`); contrastive error-hunting in technical drafts.	High metalinguistic autonomy and long-term stabilization of normative Russian competence.

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

4.3. Pedagogical Adaptation for Engineering Higher Education ("TIIAME" NRU Context) & Theoretical Scope

At specialized engineering universities such as "TIIAME" National Research University, Russian instruction must target the high-frequency constructions of *scientific-technical style (научно-технический подстиль): (1) Multi-Component Genitive Chains, training students in right-to-left unpacking and left-to-right assembly of nominalized technical terms (`[1 Система] -> [2 автоматического регулирования (Р.п.)] -> [3 уровня (Р.п.)] -> [4 воды (Р.п.)]`, reversing Uzbek suv sathini avtomatik rostlash tizimi); (2) Suffix-Based Gender Predictability in Terminology, leveraging invariant feminine suffixes (-ация/-яция: ирригация, мелиорация, механизация, фильтрация; -ость/-ность: мощность, влажность, водопроницаемость) versus masculine suffixes (-тель: двигатель, вододелитель, ороситель; -ор/-тор: трактор, культиватор, эжектор); and (3) Passive Participial and Reflexive Constructions, contrasting Uzbek passive suffixes (-il/-in: suv beriladi, bosim o'lchanadi) with Russian short passive participles (канал спроектирован, установка модернизирована) and reflexive passives governing the Instrumental of instrument (давление измеряется манометром, почва обрабатывается культиватором*). Theoretically, uniting predictive Contrastive Analysis with diagnostic Error Analysis (Selinker, 1972; Erkinova & Azizova, 2026) provides a rigorous blueprint for syllabus design and adaptive instructional materials.

5. CONCLUSION

This non-empirical contrastive-typological and methodological study of teaching Russian to an Uzbek-speaking audience and analyzing learner errors (O'zbek auditoriyasida rus tilini o'rgatish metodikasi va xatolar tahlili) yields three core conclusions:

1. Errors in the Russian speech and writing of Uzbek students are structurally predetermined by the typological distance between fusional-synthetic Russian

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

and agglutinative-synthetic Uzbek. Every recurrent error cluster corresponds to a specific structural allomorphism or grammatical lacuna.

2. Multi-tier error analysis (xatolar tahlili) isolates five primary interference zones: (a) phonetic-orthographic (consonant palatalization `[C]/[C']`, `ы/и` convergence, absence of vowel reduction, word-final stress shift, consonant-cluster epenthesis, and Latin-Cyrillic homography); (b) nominal gender and animacy (masculine default agreement, `-ь` noun ambiguity, and animate accusative `Acc = Gen`); (c) prepositional-case asymmetry (spatial triads `Куда/Где/Откуда`, missing Instrumental case, Genitive izofa inversion, and nominative pronoun retention); (d) verbal aspect and motion verbs (binary `НСВ/СВ` selection, hybrid analytical future, phase verb constraints, and pedestrian/vehicular motion verbs); and (e) syntactic and lexico-semantic calquing (verb-final SOV order, uninflected `который` clauses, and literal calques of Uzbek light verbs qilmoq, bermoq, olmoq).

3. Implementing the proposed Five-Stage Methodological Model—combining visual contrastive schemas, preventive perceptual differentiation, syntagmatic pattern internalization, RSP engineering discourse production, and reflective error correction—enables Uzbek-speaking university students at institutions such as "TIIAME" NRU to overcome native-language interference and achieve accurate academic and professional competence in Russian.

REFERENCES

1. Azizov, A. A. (1983). Sopostavitel'naya grammatika russkogo i uzbekskogo yazykov: Morfologiya [Comparative Grammar of the Russian and Uzbek Languages: Morphology]. Tashkent: Ukituvchi. https://api.ziyonet.uz/uploads/books/401/5b29317aeda0b.pdf

2. Bright Mind Publishing. (2026). Challenges of teaching Russian to Uzbek-speaking university students: Linguistic and pedagogical perspectives. Education and Innovation, 2(3), 14–22.

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

https://brightmindpublishing.com/index.php/EI/article/download/2329/2357/4699

3. Bukhara International University. (2025). Integrativnaya model' obucheniya russkomu yazyku kak inostrannomu v uzbekskoy auditorii: Ot priyomov k sisteme [Integrative model of teaching RFL in an Uzbek audience]. Scientific Bulletin of BXU, 1(2), 45–54. https://journal.bxu.uz/articles/integrativnaya-model-obucheniya-russkomu-yaziku-kak-inostrannomu-v-uzbekskoy-auditorii-ot-priyomov-k-sisteme.pdf

4. Bukhara State University. (2023). Methodological foundations of teaching Russian morphology to non-linguistic undergraduate students in Uzbekistan. Science and Innovation International Scientific Journal, 2(1), 112–120. https://uniwork.buxdu.uz/resurs/45439_1_094655911CE9BFD222C55431D5AE40801DF0AD2D.pdf

5. Cambridge University Press. (2025). Uzbek: Illustrations of the IPA. Journal of the International Phonetic Association, 55(1), 1–24. https://www.cambridge.org/core/journals/journal-of-the-international-phonetic-association/article/uzbek/48B3BBA8C522A61CEAE0E21193B3C779

6. Corder, S. P. (1967). The significance of learners' errors. International Review of Applied Linguistics in Language Teaching (IRAL), 5(1–4), 161–170. https://www.scribd.com/doc/54466787/Corder-S-P-1967-the-Significance-of-Learners-Errors-International-Review-of-Applied-Linguistics-5-161-169

7. CyberLeninka. (2023a). Theoretical and linguodidactic aspects of overcoming sound interference in the field of consonant sounds of the Russian speech of Uzbek learners. Linguistics and Literary Studies, 4, 58–66. https://cyberleninka.ru/article/n/theoretical-and-linguodidactic-aspects-of-overcoming-sound-interference-in-the-field-of-consonant-sounds-of-the-russian-speech-of

8. CyberLeninka. (2023b). Uchet interferentsii v prepodavanii foneticheskogo sostava russkogo i uzbekskogo yazykov [Accounting for interference in teaching

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

the phonetic composition of Russian and Uzbek]. Bulletin of Science and Education, 6, 71–78. https://cyberleninka.ru/article/n/uchet-interferentsii-v-prepodavanii-foneticheskogo-sostava-russkogo-i-uzbekskogo-yazykov-i-ee-rol-v-obuchenii-obschestvenno

9. CyberLeninka. (2024). Lingvodidakticheskie aspekty mezhyazykovoy interferentsii v protsesse obucheniya RKI uzbekoyazychnoy auditorii [Linguodidactic aspects of interlingual interference in teaching RFL]. Modern Pedagogical Studies, 3, 89–96. https://cyberleninka.ru/article/n/lingvodidakticheskie-aspekty-mezhyazykovoy-interferentsii-v-protsesse-obucheniya-rki-uzbekoyazychnoy-auditorii

10. Erkinova, A. B., & Azizova, N. B. (2026). The system of Russian cases in the aspect of Uzbek language interference: Diagnosing difficulties and methods of correction. The Lingua Spectrum, 5(1), 403–410. https://lingvospektr.uz/index.php/lngsp/article/view/1727

11. ID Publications. (2016). Overcoming issues of graphic interference in the process of teaching Russian to Uzbek students. International Journal of Progressive Sciences and Technologies, 2(1), 18–24. https://www.idpublications.org/wp-content/uploads/2016/01/Full-Paper-OVERCOMING-ISSUES-OF-GRAPHIC-INTERFERENCE-IN-THE-PROCESS-OF-TEACHING-RUSSIAN-TO-UZBEK-STUDENTS.pdf

12. InLibrary JASSS. (2025). Grammatical difficulties of the Russian language for foreign students: Case system, verbal aspect, and syntactic agreement. Journal of Applied Social and Philological Studies, 9(3), 136–144. https://inlibrary.uz/index.php/jasss/article/view/136708

13. John Benjamins Publishing. (2014). Interlanguage, transfer and fossilization in adult second language acquisition and bilingualism. Language Learning & Language Teaching, 39, 75–98. https://benjamins.com/catalog/lllt.39.06ch4

14. JournalNX. (2024). Typological contrasts of the Russian and Uzbek languages: Morphological and syntactic dimensions. JournalNX –

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

Multidisciplinary Peer Reviewed Journal, 10(4), 64–72. https://repo.journalnx.com/index.php/nx/article/download/647/638/1268
15. Molodoy Ucheny. (2021). Neopredelennaya forma glagola v russkom i uzbekskom yazykakh [The infinitive form of the verb in Russian and Uzbek]. Molodoy Ucheny, 30(372), 142–145. https://moluch.ru/archive/372/83321
16. Neliti. (2020). Features of studying the gender of the noun of the Russian language in an Uzbek audience. Journal of Critical Reviews, 7(11), 312–318. https://media.neliti.com/media/publications/333391-features-of-studying-the-gender-of-the-n-c0469024.pdf
17. Polivanov, E. D. (1968 / 2021). Opyt chastnoy metodiki prepodavaniya russkogo yazyka uzbekam [Experience of private methodology of teaching Russian to Uzbeks]. RUDN Journal of Language Studies, Semiotics and Semantics, 12(2), 310–325. https://journals.rudn.ru/semiotics-semantics/article/view/25803
18. Rizamukhamedova, G. (2023). Sopostavitel'nyy analiz morfologii russkogo i uzbekskogo yazykov v metodicheskikh tselyakh [Comparative analysis of Russian and Uzbek morphology]. CyberLeninka Repository, 5, 22–29. https://cyberleninka.ru/article/n/sopostavitelnyy-analiz-morfologii-russkogo-i-uzbekskogo-yazykov-v-metodicheskih-tselyah
19. Russian Language Studies (RCSI). (2024). The transition from Cyrillic into Latin alphabet and linguographic interference in the Russian written speech of Turkophone students. Russian Language Studies, 22(3), 412–428. https://journals.rcsi.science/2618-8163/article/view/324703
20. Saidov, J. S. (2026). Problems of interference in teaching Russian to an Uzbek-speaking audience and methods for their remediation. Economic Horizons, 2(4), 43–57. https://ecomindspress.com/index.php/eh/article/view/339
21. Science and Humanities. (2026). Interference in the use of pronouns in foreign language learning: Typical student errors and the influence of the native

Eureka Open Access Journals
Open Access | Peer Reviewed | International Journals | Multidisciplinary Areas
Eureka Journal of Education & Learning Technologies (EJELT)
ISSN 2760-4918 (Online) Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://eurekaoa.com/index.php/2

language. Advances in Science and Humanities, 4(5), 115–126. https://science-humanities.uz/index.php/journal/article/download/315/325

22. Selinker, L. (1972). Interlanguage. International Review of Applied Linguistics in Language Teaching (IRAL), 10(3), 209–231. https://www.scribd.com/document/626874491/Selinker-Interlanguage

23. Study in Uzbekistan. (2026). National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" ("TIIAME" NRU): Institutional profile. https://studyin-uzbekistan.uz/universities/88

24. Zenodo. (2025). Linguistic interference as a crucial stage in foreign language acquisition: Comparative study of Russian and Uzbek phonological systems. Zenodo Open Science Repository, Record 15650296. https://zenodo.org/records/15650296/files/0265.pdf?download=1